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ABSTRACT

A case study is presented of a 17 year old physically handicapped mildly retarded girl who was mainstreamed in a magnet school designed to foster interest in the social sciences. Through cooperative efforts of classroom teachers, special educators, the work experience teacher, and administrator, a program was developed that resulted in significant progress. The student worked as a part time teacher aide during school and as a volunteer day care aide during the summer. Her half time mainstreaming experience changed to a full time one, and the cooperative efforts of staff have laid the foundation for similar future efforts with other exceptional children. Charts and evaluation are appended. (CL)

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FROM HANDICAPPED TO HELPING OTHERS WITH HANDICAPS

1983 CEC ANNUAL CONVENTION

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FROM HANDICAPPED TO HELPING OTHERS WITH HANDICAPS

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About seven years ago, the Milwaukee Public School System was subjected, on an almost simultaneous basis, to two educational changes. One was the creation of the "Schools Unlimited" that was in part a means to comply with the threat of a federal judge's desegregation order. This has been more popularly known as either the Magnet or Specialty School Program. This was not a totally new idea but did differ in concept, objectives, and student populations from earlier systems. It is just these elements of difference that have a direct relationship to our second educational change. This was the passage of Federal Law 94-142 and Chapter 115 of the Wisconsin State Code which were interpreted in many sectors to mean forced mainstreaming of the exceptional child. To the powers of the Central Office, the new alignment of specialty schools in Milwaukee afforded an opportunity to mainstream children of all levels giving them marketable skills. It is important to remember that, unlike earlier magnet schools, in Milwaukee there were generally no entrance requirements. All interested students were to be given the opportunity to experience a specialized training.

At Riverside High School, the total school community selected as its area of specialization, the Human Service field. This is a high level social science discipline encompassing such divergent areas of expertise as history, normal social studies courses, psychology, sociology, economics,

home economics, political science, and human development. To roll all of these into a common objective, it was necessary to redefine social science as those studies that deal with the process of human socialization, that relate to social change and control, that are concerned with the actions of people, and/or that are committed to the improvement of human relationships and institutions. With this definition as a basic cornerstone, it was a challenge to take all levels of students and indoctrinate them into a field where they could develop a skill or an interest so that they could be employable or be inspired to go on to seek greater expertise following graduation from high school. The first inkling of the possibility of mainstreaming exceptional children in this program came through an inquiry from Central Office personnel about what would be the entrance requirements or special admission criteria placed into being for the students classified in the various areas referred to as Exceptional Education. Central Office made no attempt to set up any areas as being excluded from the process. In keeping with the above basic program objectives, they were informed that there were only two requirements. For the student to enter, it was established that they only had to express a desire to be involved in working with people. The second requirement was a challenge to Central Office to establish a cooperative program between the teachers assigned to the specialty program and the Exceptional Education Department. They were reminded that the teacher of standard classes has no experience or knowledge of the problems that surround the ex-ed student, regardless of the level of disability. This was the tougher of the two requirements to be met. The former only took a statement of interest while the latter involved contractual matters, teacher expertise, and a willingness on the part of all of the involved "professionals" to sublimate standard practices for the benefit

of an occasional "slow" learner. There were no guarantees as to minimum or maximum numbers of ex-ed students to be assigned, nor were there any guarantees of an effective level of cooperation. It was made clear that they did not expect to put the program into effect unless there was some form of external subvention, but even on that level there was an underlying question of reliability. While the concept of the specialty school was placed into being without cutting a bundle of "red tape" the idea of mainstreaming became bogged down in carloads of objections and plain old fashioned obstructionism. It took more than two years to come into being. As a brief note it must be stated that the wait and planning that eventually went into the process was well worth it as the program has become an unqualified success.

It would be easy to state numbers that prove the above statement but we have centered our case on the experience of one young lady. Mary Q. (obviously not her real name) who presented multiple problems, as we will note from the following information and as such strained all resources of the system. Riverside's specialty staff's first introduction to this young lady is best summed up with the query: "What the HELL did we get ourselves into?"

From the case study of Mary Q. we extract the following information as it existed on September 1, 1980.

Age: 17 (As of the following week)

PROBLEMS: Physical: Medical diagnosis of myatonia dystrophy. A mildly progressive condition characterized by weakness of hands, forearms, flexors of feet, head flexors, muscles of facial expression and mastication.

Mental: Functioning in mild retarded to borderline normal range of general measured intelligence criteria.

Academic Levels: Overall reading and vocabulary (all subject areas) 5th to 6th grade levels.

Visual-motor perceptual skills at an average 6-7 year age level are seen as a severe developmental lag.

Due to visual-motor perception problem, is an auditory learner. Does not perform in written test situations.

Family: A German family, arriving in Milwaukee in 1956 - 7 years prior to Mary Q's (oldest child of three) birth.

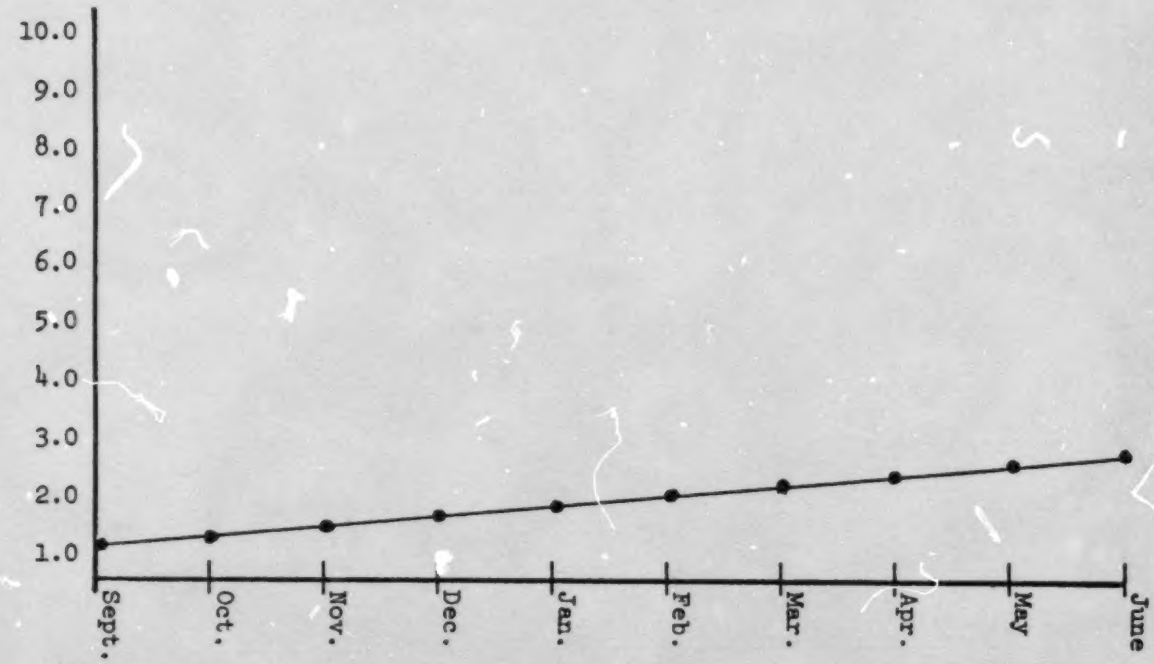
It must be understood that this is but a precis of the report that covered many pages and did not get any better. (NOTE: At a later point we will offer another breakdown of the problem - see Chart 3.) Because of these many problems Mary Q. had been assigned, after trial periods at other schools, to the Gaenslen Orthopedic School. This school handles all levels of handicaps, mild to severe, that cannot function normally in a standard school setting: cerebral palsy, muscular dystrophy, spina bifida, accident related problems to name just a few. Obviously, in this type of school setting there is a concern that centers on the ability to give each student skill preparation that adequately trains the student to assume a productive role at his/her optimum independent level after the age of 21. It took the combined efforts of the school principal, Ms. Bonnie Vick, and the Work Experience Teacher, Mrs. Phyllis Ollie, to move this young lady, on a part-time basis, from Gaenslen to Riverside High. Between them they convinced Sidney Palay, the Program Implementor at Riverside, to take a giant step in mainstreaming Mary Q., in spite of the obvious trepidations. Riverside was only given the above information plus the fact, from computer printout, that she was scheduled to graduate from Gaenslen the next June. Besides the obvious problems it soon became apparent that there were

several other factors that served to cloud the issue:

1. The matter of ½ time split attendance between Gaenslen and Riverside;
2. The Riverside classroom teachers had never been subjected to a problem with so many complicating factors;
3. Mary Q had never been subjected to a standardized academic program;
4. She was a total stranger (a senior) without friends in a strange school;
5. There was a questioned level of support from the parents who still reflected many sheltering European concerns;
6. The parents had no strong expectation that she would ever be able to function on an independent basis;
7. She had never left her home on an independent foray; and,
8. She had an absolutely negative self-image that was unfortunately reinforced in the home situation.

If we were to rate our young lady as to sociability, intellectual process, prospects for the future, etc., on the current basis of a 1-10 scale, she would be placed by us at about a .05. There is no denial that our estimation was at a cruel level. As an objective, Phyllis Ollie and Sid Palay set their goals for the 1980-81 school year to elevate Mary Q. up to a standing of 1.5 or 2.0.

GRAPH I



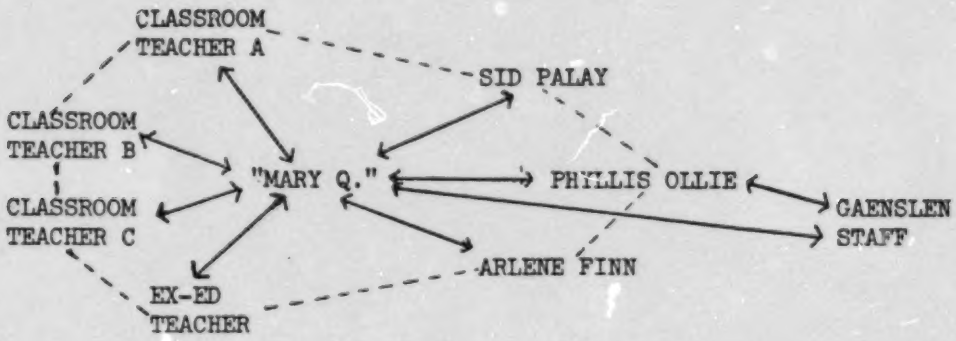
Other than the obvious improvement of the academic standings our major goals and hopes were to make it possible for our subject to take initial steps in independent action and to begin to create the first vestiges of a positive self-image. We reinforced our own ambitions with the thought that a change and improvement like this would, for a high school senior, be phenomenal. Without giving away the conclusion it is obvious that something happened to make these goals and expectations rather low. These steps were not disjointed but went on in concert.

To begin with, Mary was introduced to some of her classmates in the program. Central thrust on this end was to place her with a combination of regular students and other ex-ed students. They took her into their group and made her feel welcome. While she would not initiate a conversation, she did begin to respond to others. When she was first introduced to the Riverside Specialty Staff, it was pointed out that her affliction prevented any facial expression and least of all a smile. After about two months of peer comeradery, it was noticed that there was a definite attempt on her part to smile when something pleased her or when something funny was said. At the same time, we noticed that she was beginning to flit about the school as though she had spent all of her high school years at Riverside. Lest we think that all was functioning on this elevated scale, we only have to remember the times she found her way to the Specialty Office in tears because the bus to take her to Gaenslen had not waited for her. Gaenslen is but about eight or nine blocks away but for Mary Q. it was in another land. She had absolutely no concept of how to transverse the short distance, either by foot or by public transportation.

The Riverside staff did not get the full thrust toward change until after the first six weeks' mark period was over. To tell a teacher

that a student freezes to such an extent when taking a test that just to put her name on the sheet of paper is a supreme achievement is meaningless unless the teacher has seen it. Phyllis Ollie and Sid Palay now had an avenue to attack the problems. After conferences with the teachers to try to rectify the situation, they were joined by that long awaited Central Office specialist. Mrs. Arlene Finn was a member of a special task force assigned to work with ex-ed students being mainstreamed into the specialty programs. While Mary was not the only ex-ed student, it was her problems that pointed out the extreme measures that had to be taken. Riverside has a fairly large exceptional education department covering learning disabilities, emotional disturbance and all stages of mental retardation and these segments were brought into play. If this were a "scientific" treatise we could point out the differences in levels of attainment from the students involved in the experimentation and those that were not while being mainstreamed. We must ask you to take our word for it. Finn, Ollie, and Palay met with the academic teachers and the one staff ex-ed teacher we got assigned to the team to develop a positive attitude and to begin a new type of helping process. From the experiences of the ex-ed students, it was determined that the assigned ex-ed teacher, as well as the task force specialist, must become more fully cognizant of the courses of study. The classroom teacher must give a total course experience to these people so that they could provide meaningful special help to the exceptional child who is being mainstreamed. The classroom teacher had to make a conscious effort to inform the specialist as to glaring weaknesses so that they could take steps to overcome them. All of this established a super-board of cooperation. In a high school millieu it is a common practice for each teacher to go their own way but in this case the

cooperative efforts of the three classroom teachers, one Riverside ex-ed teacher, Arlene Finn, Phyllis Ollie, and Sid Palay became a model.



As we see from this figure, once the spirit of cooperation was established, Phyllis Ollie reinforced the process by having appropriate staff members at Gaenslen work on shortcomings at their level. Their expertise was generally confined to skill areas.

It is usual in a school system to point with pride at the academic growth of a child but in this case we had the unusual situation where the staff were not only pointing at the progress of our subject, but were pointing with pride at their own growth. It was interesting to listen to teachers with as much as 20-25 years experience mentally prancing about because they participated in a radical change.

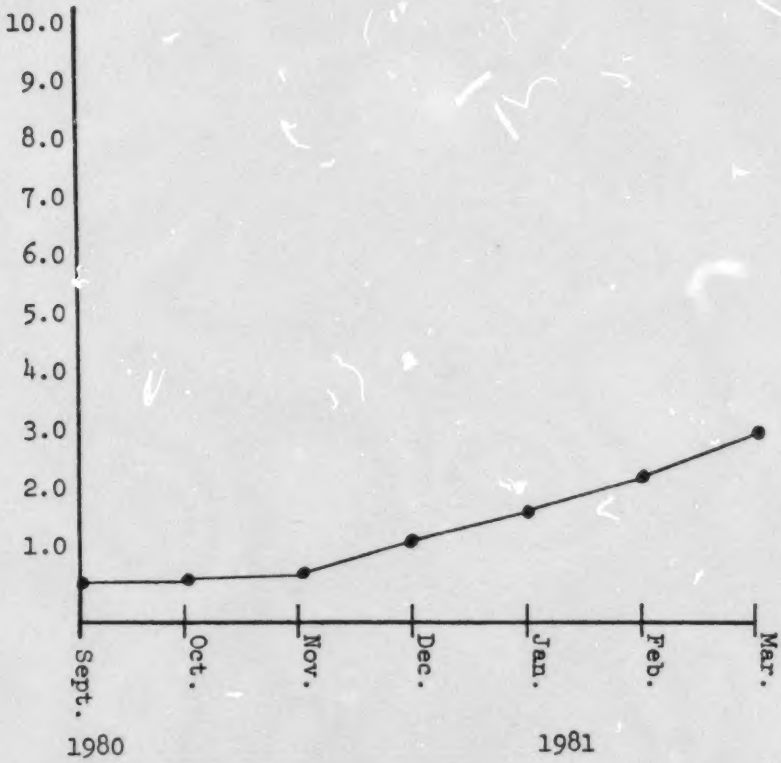
A word about Arlene Finn and the role played by her. Previous to the establishment of this task force, it was impossible to get an ex-ed teacher into the classroom of a regular teacher to observe the student in question or to become better acquainted with the needs of the subject matter. The classroom teacher, on the other hand, did not consult with the ex-ed teacher about deficiencies of their charges or to find out about the ex-ed role in the reinforcement of the curriculum. At best, they operated in

isolation. While there was the question of infringement, there was also the lack of understanding that they could, or should, cooperate with each other and thereby reinforce each other. Arlene initiated a process of cooperation, not by suggestion or even direction--by inspiration and by providing a role model. Being the type of person who could not accept a negative attitude, she set up guidelines to determine the weaknesses on the part of the students and, more importantly, on the part of the teachers. Once these were established, she moved to correct the situation. The teachers involved entered into the spirit of positive criticism and development. Once again, we must remember that the ordinary classroom teacher has little or no training in handling the exceptional child, and this was a glaring weakness. This was overcome by Arlene by sitting down with the teacher, talking not about the teacher's weaknesses, but about how the ex-ed student needs special treatment and assistance and how this particular teacher could assist in the project. She then spent hours with the students to try to establish techniques in understanding the subject matter. To further assist in the process, Palay set up a training program for the classroom specialty teachers to understand the causes and range of students who are handicapped. This was done on Saturdays. The entire process became highly involved with special meetings of all staff personnel after school to try to identify those items that needed correction or clarification to make the entire process function as smoothly as possible. Out of these meetings there evolved an expression of need to know. Until this point, the fact remained that there was a certain category of information that was not possible to transmit to the classroom teacher and this created a number of barriers toward full and open cooperation. With this need, a movement was begun to develop a form through which information could be transmitted.

Over the period of the next year and a half, this team, under the direction of Arlene Finn, developed a comprehensive communications format so that the ex-ed teacher could now inform the classroom teacher about the exceptional child being mainstreamed. (See Chart A.) This chart, as it developed, includes the possibility of the classroom teacher reporting back to the ex-ed teacher. It must be remembered that the total development took almost two years.

By January 1, 1981, the cooperative process was functioning sufficiently to begin to make a positive effect on Mary Q. Because of administrative pressures, Sid Palay was not able to fully function as a team member until about March 1, 1981. It was a shock to suddenly realize that something radical had happened. Graph II is the result of the analysis made with Phyllis Ollie of the situation at that time.

GRAPH II



This was a scene to behold, excitement permeated the air. Here it was with the semester still having a few months to go and Mary Q., was already way abcve their most optimistic expectation of 6 months ago. It did not take long for a series of questions to rise to the fore:

1. If we had Mary Q. for a longer period of time would we project a continued growth pattern?
2. How much time would we need?
3. Would Mary Q. go for delaying her "graduation"?
4. Would the parents approve such a backward step and,
5. Would Central Office approve something like this?

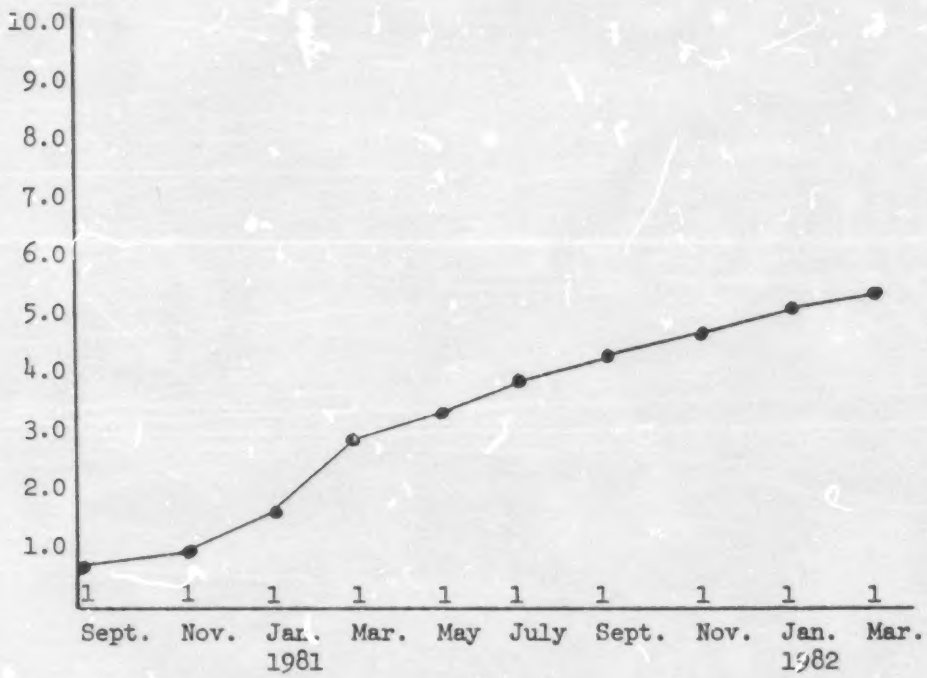
It was decided to request setting Mary Q. back two whole grades, to delay graduation to June, 1983. Like so much of this story, good things happened because we did not let past experiences stop us. Everyone approved Mary Q. to be "passed" backwards two years. An interesting sidelight to the experience of that first year was that it became a major source of conversation among the teachers of exceptional children in the system. It is surprising how they all derived almost as much pleasure out of the progress as did those of us immediately concerned.

In the fall of 1981, the cooperative process continued on and was broadened. The two things that did not progress as well as others were her self-image and a feeling that she could function on an independent basis. Because of her unusual status, Mary Q. had only two classes at Riverside plus a free or study period. Our success had apparently gone to our heads for it was decided that we could use that period for further experimentation. As a part of the comprehensive programming at Riverside, there is a mental retardation department. With the cooperation of the department chairperson, Mary Q. was taken out of the study hall and assigned to this teacher as a

part-time teacher aide. The opportunity to function on a semi-independent basis as a tutor for mildly mentally retarded students enabled us to build up that weakened self-image and to instill a feeling that she could operate independently.

We must emphasize that Mary Q. was not the only exceptional child in the program. It is only that her progress was more dramatic and also easier to graph as we did have the extensive starting analysis. Once again, in the following March, Phyllis Ollie and Sid Palay got together to plot out Mary Q.'s progress.

GRAPH III.



It can be well imagined the reactions developed by this graph. It was time to take another giant step forward. Phyllis was able to set up Mary Q. with a summer position as a volunteer aide at a private day care center. To get to this center took the last vital step in the total process. Mary Q. had

to learn to leave her home independently, go to the bus stop, get on the right bus, get off at the proper place, and get to the center. Of course, each evening she had to reverse the process. She accepted the challenge and made fabulour strides in overcoming her glaring weaknesses. It must be remembered that as late as the spring of 1982, she still had not made an independent foray from her own home. The extent of her progress was accentuated in September, 1982 when there were several instances of transportation foul-up between Riverside and Gaenslen. Our timid young lady was now the "big-sister" protector of a blind student with C.P. who was also a half-time student at both schools. Here was Mary Q. looking after others, making sure that they had the right transportation. As a part of her program, she was now spending three hours per day as a student intern in the M.R. department helping teachers, tutoring students and supervising skills projects.

Because of a number of extraneous circumstances, Phyllis Ollie and Sid Palay met in late October, 1982 to evaluate Mary Q. As of November 1, 1982, they came to the conclusion that this young lady had reached a level on their graph of about a 7.0. They also decided to take another bold step. Mary Q. was transferred to Riverside on a full time basis and was scheduled to be a part of the Riverside 1983 graduating class. Upward progress from that point has slowed, and that had been expected, but when one thinks of what was and what was expected, the situation today is overwhelming in concept.

In educational psychology, we often hear that there is no real change possible after the age of 4, 5, or 6 depending on the author. In this case, the changes effected in Mary Q., in her parents, in the classroom teachers, in the teachers of exceptional children, and others who have just watched from the sideline, have been momentous. The father is full of pride in how she has progressed and has become her most positive supporter in every

respect. The mother is still somewhat fearful but never stands in Mary's way. This appears to be more of a protective feeling than anything else. The teachers have changed as they now function with an open door policy, both mentally and physically. To see teachers cooperating for the benefit of the student, to the extent of meeting after school, is a new ball game.

This has been a short recounting of the tale of one young lady in a designated specialty program. We could embellish the total picture by recounting exactly the same types of experience in five other schools. This experience was the prototype of all other programs. The main line of experimentation was carried on at Riverside. The success recounted here has opened the doors for other exceptional children with comparable levels of handicaps to move into mainstreaming in a meaningful way. The experiences of the first six schools has paved the way for all high schools in the system to be included. Central Office has become so impressed with the successes that they have also extended the helping process down into the Middle Schools. As a result of the experimentation carried on at Riverside, the process of cooperation has been introduced into all high schools. (See Chart B.)

It is interesting that at the beginning, before the corrective and cooperative process was instituted, the classroom teacher fully expected the exceptional child to function lock-step with the "regular" student. In this respect, we find the greatest residual change. Not only has the classroom teacher become aware of the mainstreamed student, but they have been made aware of the fact that there are sufficient differences among the other students to prevent a lock-step curriculum or classroom expectation. Of course, the greatest change has been in our subject. Three years ago, her prospects for life after high school were for mental and physical stagnation. Today, she will be graduating from a recognized high school; she will be a fully

accredited and licensed child care aide with two years of experience of working with mentally retarded students; a summer's experience of working with preschool children; and above all, a feeling of self-sufficiency. (As a final contrast, we include Chart C. that gives the analysis of Mary Q. if the chart had been in existence in June, 1980.)

To us who have had this and other successes in the mainstreaming of exceptional children, the goal and objective is to develop to the highest degree possible, a feeling of self-sufficiency and independence.

Paper prepared for
the 1983 Conference on
Exceptional Children
April 6, 1983
Detroit, MI

CHART A

STUDENT ASSESSMENT _____

GROSS MOTOR	Mastered	Not Mastered
1. Static Body Balance		
2. Move Self Around Objects		
3. Independently Mobile		
4. Use Large Tools & Materials		
5. Push, Pull, Lift or Carry Objects		
6. Climb Stairs		

Comments:

FINE MOTOR		
1. Coordinated Movements With Both Hands		
2. Precision Finger Dexterity		
3. Use Small Hand Tools		
4. Handwriting Skills		

Comments:

PERCEPTION		
1. Adequate Visual Processing		
2. Adequate Auditory Processing		
3. Adequate Tactile, Taste and Sense Perception		

Comments:

HEALTH RELATED INFORMATION: _____

LEARNING STYLE	Yes	No
1. Visual Learner		
2. Auditory Learner		
3. Individual Learner		
4. Large Group		
5. Small Group		
6. Recalls Recent Factual Information		
7. Needs Repetition to Retain Factual Information		
8. Needs Teacher Reinforcement		
9. Has a Sense of Direction		

Comments:

LANGUAGE CONCEPTS	Mastered	Not Mastered
1. Sentence Structure/Grammar		
2. Punctuation/Capitalization		
3. Spelling Level		
4. Follows a Schedule		

Comments:

LANGUAGE/VERBAL		
1. Clearly Communicates a Verbal Message		
2. Follows Verbal Directions		

Comments:

LANGUAGE/WRITTEN		
1. Clearly Communicate a Written Message		
2. Follows Written Directions		
3. Note Taking		

Comments:

READING	
1. Read With Comprehension--Grade	

Comments:

MATH		
1. Basic Operations		
Addition		
Subtraction		
Multiplication		
Division		
2. Read Clocks		
3. Functional Money Skills		
4. Use Arithmetic in Problem Solving		
5. Functional Measurement Skills		
6. Thermometer & Scales		
7. Basic Operations With Fractions		
Add		
Subtract		
Multiply		
Divide		
8. Basic Operations With Decimals		
Add		
Subtract		
Multiply		
Divide		
9. Measure a Circle		
10. Grade		

RIVERSIDE

MATH (Continued)	Mastered	Not Mastered
11. Determine Percentage		
12. Conversions		
Percentage		
Fraction		
Decimals		
13. Determine Square Area		
14. Determine Volume		

Comments:

SELF CARE/LIFE SKILLS		
1. Demonstrate Appropriate Self Care Skills		
2. Demonstrate Appropriate Daily Living Skills		
3. React Appropriately to Injury and/or Emergency		
4. Appropriate Hygiene		

Comments:

PERSONAL/SOCIAL SKILLS		
1. Reacting Appropriately		
2. Demonstrate Decision Making Skills		
3. Demonstrate Responsibility		
4. Work to Complete a Job		
5. Attends Regularly		
6. Is Punctual		
7. Uses Public Transportation Independently		
8. Attends to Task		
9. Able to Adjust to Changes in Routine		

Comments:

VOCATIONAL EVALUATION:	Yes	No

Where: _____

Recommendations: _____

BEST COPY AVAILABLE

CHART B

SPECIAL SKILLS LIAISON - DVI CAREER SPECIALTY/VOCATIONAL EDUCATION

The Special Skills Liaison-DVI means Special Skills Designated Vocational Instructor. The teacher possesses special skills in the sense that he or she has a knowledge and understanding of the characteristics and general functionings of the Exceptional Education Needs Student (EEN). The teacher is a liaison in the sense that he or she functions as a linkage between regular educators and exceptional educators regarding the functionings and needs of mainstreamed EEN Students.

The primary role of the Special Skills Liaison-DVI is to facilitate the successful mainstreaming of EEN Students who are enrolled in regular education career specialty and vocational education programs.

The Special Skills Liaison-DVI is a teacher whose primary purpose is to be of service to the classroom teacher to facilitate the chances for successful mainstreaming of EEN Students. He or she will basically serve as another pair of hands in the regular education classroom to assist in encouraging the learning of EEN Students.

The services of the Special Skills Liaison-DVI are provided to the following persons.

1. EEN Students who are enrolled in Career Specialty and/or Vocational Education Programs or classes.
2. Career Specialty and Vocational Education Regular Education Teachers.
3. Exceptional Education Teachers:
   a. LD - Teachers of Learning Disabled Students
   b. ED - Teachers of Emotionally Disturbed Students
   c. MR - Teachers of Mentally Retarded Students
   d. PH - Teachers of Physically Handicapped Students
   e. VH - Teachers of Visually Handicapped Students

The services which are provided by the Special Skills Liaison-DVI include the following:

To Students:

1. Provide in-class, individual, and/or small group instruction to EEN Students to reinforce the skills needed in career specialty and vocational education classes.

2. Support EEN Students in development and refinement of hands-on tasks in career specialty and vocational areas.
3. Problem solve with EEN Students and involved educators and administrators when necessary.
4. Provide information to students and parents for career and vocational direction at M-Team Meetings, Vocational Evaluation, and to Work Experience Teachers.

To Regular Education Teachers with EEN Students enrolled in their classes:

1. Assist the regular education teacher who is responsible for the content materials needed to support success of students who are mainstreamed.
2. Aid in clarifying and reinforcing the NEEDS TO KNOW elements of a course for EEN Students in the regular classroom.
3. Give suggestions if modifications are needed for the EEN Students.
4. Modify tests or test procedures and content material when appropriate for EEN Students.
5. Arrange for test taking in an environment other than the regular classroom as cooperatively determined to be appropriate.
6. Establish a communication system for providing early information about students in areas such as:
   a. current and/or potential levels of funtioning
   b. learning style
   c. suggested instructional strategies and/or environmental modifications.

To Exceptional Education Teachers

1. Aid in making exceptional education teachers aware of the need for vocational evaluations for students contemplating enrollment in career specialty and/or vocational education programs.
2. To help modify content materials within career specialty and vocational education classes.
3. To assist in the development of performance criteria and instructional strategies to prepare EEN Students for successful mainstreaming into career specialty and vocational education classes.
4. To transmit knowledge regarding current Milwaukee job market, the competencies necessary for job entry, and the requirements necessary for entry into post-secondary, post high school programs.

To Parents:

1. To inform parents of support services available to their children in career specialty and vocational education programs.
2. To confer with parents when problems are brought to our attention regarding their child in career specialty and/or vocational education programs.

To Facilitate Interdisciplinary Cooperation between Regular Educators and Exceptional Educators.

The facilitation of interdisciplinary education includes the following:

1. Dialoguing, carrying information between the following persons:
   a. career specialty implementor
   b. vocational education department chairman
   c. regular education teachers
   d. exceptional education teachers
   e. students
   f. parents
   g. principal
   h. work experience teacher
2. Facilitating inservices to include the following:
   a. Dialoguing with involved educators to develop cooperative solutions to on-site mainstreaming problems
   b. Developing and recommending a grading philosophy for mainstreamed EEN Students with regular education and exceptional education teachers
   c. Developing IEP goals, objectives, strategies, and performance criteria from the course content for EEN Students
   d. Familiarizing exceptional education teachers with the vocational and career specialty programs available for EEN Students
   e. Familiarizing regular educators with the characteristics and functioning of EEN Students: LD, ED, MR, PH, VH, SPL, etc.

Currently there are four Special Skills Liaison - DVI in MPS. Three of the Special Skills Liaison-DVI's are responsible for EEN Students who are mainstreamed into career specialty and vocational areas in the fourteen MPS High Schools. The other Special Skills Liaison-DVI is responsible for the middle schools.

Since the inception of the DVI role, the reponsibilities of the Special Skills Liaison has expanded to include vocational areas in addition to career specialty programs.

During the past three years of the support program, positive results have been indicated through student successes and teacher receptivity. Enrollment of EEN Students in career specialty programs and vocational areas have increased because of the support services which are being provided.

The program has been received positively, however, teachers have expressed concerns for understanding the needs of Exceptional Education Students in the mainstream. A primary concern has been the request for inservices to establish a collaborative dialogue between regular educators and exceptional educators.

Contributed by:

Labelle Calaway
Arlene Finn
Jane Tojek

STUDENT ASSESSMENT _____

RIVERSIDE

CHART C

GROSS MOTOR	Mastered	Not Mastered
1. Static Body Balance	X	
2. Move Self Around Objects	X	
3. Independently Mobile	X	
4. Use Large Tools & Materials		X
5. Push, Pull, Lift or Carry Objects		X
6. Climb Stairs	X	

Comments: Mastery indicated is at a slow pace

FINE MOTOR		
1. Coordinated Movements With Both Hands		X
2. Precision Finger Dexterity		X
3. Use Small Hand Tools		X
4. Handwriting Skills		X

Comments:

PERCEPTION			
1. Adequate Visual Processing	X		slow
2. Adequate Auditory Processing			
3. Adequate Tactile, Taste and Sense Perception			slow

Comments:

HEALTH RELATED INFORMATION: See Report

LEARNING STYLE	Yes	No	
1. Visual Learner		X	
2. Auditory Learner	X		slow
3. Individual Learner		X	
4. Large Group		X	
5. Small Group	X		
6. Recalls Recent Factual Information		X	
7. Needs Repetition to Retain Factual Information	X		
8. Needs Teacher Reinforcement	X		
9. Has a Sense of Direction		X	

Comments:

LANGUAGE CONCEPTS	Mastered	Not Mastered
1. Sentence Structure/Grammar		X
2. Punctuation/Capitalization		X
3. Spelling Level		X
4. Follows a Schedule		X

Comments:

LANGUAGE/VERBAL		
1. Clearly Communicates a Verbal Message		X
2. Follows Verbal Directions		X

Comments:

LANGUAGE/WRITTEN		
1. Clearly Communicate a Written Message		X
2. Follows Written Directions		X
3. Note Taking		X

Comments:

READING	
1. Read With Comprehension--Grade 3.5	

Comments:

MATH		
1. Basic Operations		
Addition		
Subtraction		
Multiplication	2.75 grade level	
Division		
2. Read Clocks	X	
3. Functional Money Skills		X
4. Use Arithmetic in Problem Solving		X
5. Functional Measurement Skills		X
6. Thermometer & Scales		X
7. Basic Operations With Fractions		X
Add		X
Subtract		X
Multiply		X
Divide		X
8. Basic Operations With Decimals		X
Add		X
Subtract		X
Multiply		X
Divide		X
9. Measure a Circle		X
10. Graphs		X

MATH (Continued)	Mastered	Not Mastered
11. Determine Percentage		X
12. Conversions		
Percentage		X
Fraction		X
Decimals		X
13. Determine Square Area		X
14. Determine Volume		X

Comments:

SELF CARE/LIFE SKILLS		
1. Demonstrate Appropriate Self Care Skills	X	
2. Demonstrate Appropriate Daily Living Skills		X
3. React Appropriately to Injury and/or Emergency		X
4. Appropriate Hygiene	X	

Comments:

PERSONAL/SOCIAL SKILLS		
1. Reacting Appropriately		X
2. Demonstrate Decision Making Skills		X
3. Demonstrate Responsibility		X
4. Work to Complete a Job		X
5. Attends Regularly	X	
6. Is Punctual	X	
7. Uses Public Transportation Independently		X
8. Attends to Task		X
9. Able to Adjust to Changes in Routine		X

Comments:

VOCATIONAL EVALUATION:	Yes	No
	X	

Where Lincoln Vocational Center H.H.S.

Recommendations:

Further training not feasible

74

25

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CHART 'D'

Riverside Human Services Specialties Program
Evaluation Form

Name of Intern Student: "Mary Q"

Name of Participating Agency: Riverside E.M.R. Program

Name of Field Instructor: _____

Name of Evaluator: Jane

This evaluation form should be filled out jointly by the intern student and the field supervisor. This evaluation form is designed to serve three (3) purposes: One: give the school some feedback as to how we can better prepare our students for the internship program; Two: give the field instructor and intern student the opportunity to evaluate together the intern's progress; and Three: provide the agency with a comprehensive form whereby the agency can indicate student's weakness, strengths, progress and special abilities.

Please indicate in the appropriate space the letter that best describes the student's performance: AA - Above average, A - Average, B - Below average, I - Inappropriate, N - Not applicable.

Does the student possess the knowledge base necessary to carry out assigned tasks? AA

Is the student punctual for meetings? AA

How is the student's general appearance appropriate for the job he/she is required to perform? AA

Is the student dependable or reliable in doing his/her work assignments? AA

Does the student possess a pleasant attitude? AA

Does the student get along well with his/her fellow workers? AA

Is the student's quality of work generally accepted? A

Does the student possess good writing skills? B

Does the student possess good oral skills? A

How is the physical hygiene of the student? AA

Is the student able to function independently? A

What is the level of self assurance? A

How well does the student take directions? AA

How well does the student cooperate with others? AA

(1) Name and identify any natural talents of the student related to this field of work. How do you feel he/she can be best developed?

She can definitely work with people because she is dependable, conscientious, and pleasant. Works well on a one-to-one basis and in small groups

(2) Are you satisfied with the student's progress at this point? YES.

(a) Utilization of strengths

She has done well. I can give her a project that takes several days and she goes right to work.

(b) Overcoming weaknesses

She is making great progress in overcoming shyness.

Has demonstrated new ability to make friends

(3) Further comments/recommendations:

She shows great promise toward taking a place in the Child-care field as an Aide.

Date 3-15-83

Signature /S/